2024-

2025

Lesson

Plan

Template

Teacher:

MRS.

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Subject

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Blending,

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| **Learning Objective** | **SWBAT** Activate  prior  knowledge and set the stage for learning.  The  students review how to code “DGE” words from “THE LODGE ON THE LAKE “ passage on page 69.  T to ask, “Do your words look like  mine?”  Students will be able to identify and use words with the "dge" and "au" patterns in  context, | **SWBAT** orally segment  Letters in a  word, code  letters in a  word, sort parts  of a words into Initial, Medial, and Final positions, and students will begin annotating a STAAR II Extended Constructed Response. | **SWBAT** build fluency  and expression  with each  reading by  echoing the Teacher when reading a paragraph, highlighting words that are unknown to student, continuing to circle the imagery in a passage, continuing to underlining the controlling idea in each passage, putting a question mark at places in the passage that are incomprehensible to the students, and adding a star to the places in the passage that are interesting to the students.  . |  |

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|  | demonstrating understanding through writing and reading activities. Students will also practice Extended Constructed  Responses as per STAAR II requirements. | For students who work at a faster pace, they will do all of the above and underline the controlling idea in each paragraph. |  |  |
| **Higher Order**  **Thinking Questions** | How would you  describe the day after Halloween using two “au” words and three “Dge” words ?  It does not matter if the letters “Au” and “Dge” are in the Initial, Medial, or Final Position. | How would putting the letters  “au” in the Final position of the word change the pronunciation of the words that you have been writing ?  Does the pronunciation of  “DGE” words change when you place them in the Final Position?  How do you know?  Why is imagery sometimes linked to the mood of the story? Explain your answer.  **Imagery is often linked to the mood of a story because it allows authors to evoke specific emotions in readers by using sensory details that create mental pictures, effectively "showing" the reader how a character feels rather than simply telling them,** | Why do avid readers seek to identify character traits as they are reading a story?  Could you give me an example of when an author would choose to omit explicit character traits in the middle of a story ? |  |
| **Agenda**  **T to briefly review with** | **1) DO NOW:**  Students to list words consisting of "dge" words (e.g., badge, edge, fudge). | 1) **DO NOW:**  Students to recite a Tongue Twister that has “Dge” words.  “The judge sat on a high ledge drinking orange juice while dodging the sludge being pelted at his head.” – V.K.M. | 1. **DO NOW:**   Quick review of "Au" and “Dge” words –  How fast can you spell,  \_\_\_\_\_\_\_\_\_\_ ?  Auto  Autumn  Jaunt  Haul  Jigsaw  Scrawl  Badge  Wedge  Judge  Begrudge  Sludge  T to put timer on for  thirty seconds per word. |  |

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| **students the**  **“The Song of the**  **Lark” by**  **Willa Cather**  **STAAR II passage.** | Students to list words consisting of "au" words (e.g., caught, autumn, sauce).  Instructions -  Students will circle the "dge" words in one color and the "au" words in another color.  **AGENDA**  Teacher Modeling  In a couple of minutes, the Teacher will review the sounds associated with "dge" and "au”.  Next, the Teacher will  Write a "dge" word on the board and model how to break it down  phonetically (e.g., d-g-e).  Write an "au" word and demonstrate how it sounds (e.g., aw).  Guided Practice | **AGENDA**   1. DO NOW 2. Teacher Does   Model blending "DGE" words by segmenting the sounds and then blending them together.  Teacher Modeling  **A**  Demonstrate how to code "DGE" words (e.g., underlining the vowel pair).    Next, she reads aloud the paragraphs in the STAAR II Extended Constructed Response. On the second oration, she has the students repeat her sentence by sentence for the first one or two (if time allots) paragraphs.   1. Guided Practice   Teacher shows students  Note cards with “DGE” words.  Then, **Teacher** asks students to sort words with the “DGE” words in the Initial, Medial, and Final Position.   1. Independent Practice   A Students to read, “The  Song of The Lark” by  Willa Cather.  B Students to write the main idea of “The  Song of the Lark” .  C Students to bracket  sentences where imagery  is apparent.  D Students to underline the  controlling idea in each  paragraph. | **AGENDA**   1. DO NOW 2. Teacher Modeling   Teacher Modeling  Teacher to provide Fill – in – the blank Sentence Stems (CLOZE) to students and guide them with brief Teacher Think Aloud.  Describe the STAAR II expectations, emphasizing the need for clear, detailed responses supported by examples.  Teacher to have Positive Narration in class while students are enduring productive struggle finding the controlling ideas in each paragraph.   1. Guided Practice   Teacher to read a line in one paragraph and students to echo her line by line.  Teacher to give students extra time if needed when timer sounds.  Teacher to assist students in locating the controlling ideas in the first two paragraphs. Additionally, the Teacher will color code annotations in first paragraph.   1. Independent   Practice  Students will silently re – read STAAR II Extended Constructed Response  Students to annotate the passage independently.  They may work with a partner to answer the Higher Order Thinking Questions using the  Ink – Pair – Share  **MRS .**   1. **Homework**   Students to answer Extended Constructed Response Questions that were not completed in class. |  |

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|  | In pairs, students will choose one "dge" and one "au" word from the lists provided.  Next, the students will create their own sentences using each word.  Finally, “Share Out!”  Independent Practice  Extended Constructed  Response (STAAR 2  Practice)  Homework  Students will write a short paragraph (4-5 sentences) that includes at least two "dge" words and two "au" words. |  |  |  |

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| **Demonstration of Learning** | Based on the review of  “au” and “dge” words in the Initial, Medial, and Final positions, students will progress their pronunciation and Spelling skill sets. Based on the Oral Choral of sentences in a STAAR Extended Constructed Response Paragraph and annotating words associated with imagery and underlining the controlling idea in each paragraph, students are improving their critical thinking skills and retention of the content that is being // was read. | Based on student application of ”Au” and “Dge” words, they are building their speaking and writing repertoire, while increasing speed of output. Based on the annotation of imagery and controlling ideas in the STAAR II Extended Constructed Response, “The Song of The Lark” by Willa Cathers, students will strengthen their comprehension and retention of the passage’s controlling ideas. | | By combining phonetic learning with writing skills, students will be better prepared for both word recognition and constructed responses in assessments. Based on the students’ annotation process of the STAAR II Extended Constructed Response, they will be more are more knowledgeable on how the imagery sometimes contributes to the mood of the story and how explicit characterization is not needed in every chapter of a story because it leads to or can lead to a more exciting climax of a story. Students improve Reading Comprehension Skills when annotating and answering Higher Order Thinking Questions in class. | |

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| **Intervention & Extension** | INTERVENTIONS:  Word banks for students who may struggle with spelling.  **EXTENSION**  Read the rest of the STAAR II Extended Constructed Response passage and put a question mark at parts of the story that is not understood. Students will add a star shape to the parts of the story that they find interesting. | INTERVENTIONS:  **T** to use visuals and color coding for students needing extra help.  **T to give students**  **extended time to**  **finish daily**  **assignments .** | INTERVENTIONS:  Extra time allowed if needed to complete assignment.  Teacher whole group assists and one – on – one assists.  Teacher to repeat controlling ideas to help students retain them. |  |
| **Resources**  Pencils  Blue or Black ink pens | **READING BY**  **DESIGN** Book page 69,  Hand - Out of STAAR  II EXTENDED  CONSTRUCTED  RESPONSE text and |  | Notebook paper  Pencil  Blue or Black Ink |  |

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| Notebook paper  **ReadingByDesign** book | Rubric.  **ReadingByDesign** book  Page 69 | **Reading By Design**  **book**  Pages 70, 71 | **READING BY DESIGN cards** |  |